

MUSIC THEORY

0130

2010-2011

MUSIC THEORY - 0130

Course Description:	The course is designed to serve as the first semester of a typical college music theory curriculum and is essentially divided into two concentration areas: written and aural skills. Students will write and notate all aspects of the fundamentals of music theory and learn to aurally recognize and recreate these aspects.
Grade Level:	10 - 12
Length of Course:	Frequency: 6 days per 6 day cycle Duration: 42 minutes Length: full year course Credits: 1
Prerequisites:	Must be a member of the Band, Orchestra, or Chorus.
Textbook:	Music in Theory and Practice – 8 th Edition, Volume 1 (Benward and Saker)
Expected Level of Achievement	Students will be required to maintain a 70% or better. They will be required to come to class prepared to learn. 93-100% = A 85 – 92% = B 77 – 84% = C 70 – 76% = D Below 70% = F

Northern York County School District Curriculum

Course Name:	Music Theory
Content:	Notation (Fundamentals of Music)
Key Learning(s):	Know and understand the fundamentals of music notation.
Essential Question(s)	How are clefs, notes, rests, accidentals and meters notated?
Vocabulary	Staff, Letter Names, Clefs, Grand Staff, Ledger Lines, Octave Identification, Accidentals, Intervals, Notation of Duration, Breve and Rest, Notes and Rests, Tie, Dot, Irregular Divisions and Subdivisions, Rhythm, Meter, Meter Signatures, Syncopation, Dynamic Markings, History of Notation
Grade Level	10 - 12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
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Nat'l Stds. 1. 2. 4. 5. 6. 8. 9. PA Stds. 9.1.12.A 9.1.12.B 9.1.12.C	1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 4. Composing and arranging music with specified guidelines. 5. Reading and notating music. 6. Listening to, analyzing, and describing music. 8. Understanding relationships between music, the other arts, and disciplines outside the arts. 9. Understanding music in relation to history and culture. <i>A. Know and use the elements and principles of each art form to create works in the arts and humanities.</i> <i>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</i> <i>C. Integrate and apply advanced vocabulary to the art forms.</i>	The student will write and identify clefs, note and rest types, accidentals, and meters. The student will vocalize and perform all topics discussed. The student will compose basic rhythms and sequences of notes. The student will read and notate music. The student will listen to, describe, and distinguish the different aspects of notation. The student will discuss and understand the fundamentals of sound in its everyday occurrences. The student will discuss and understand the history of notation.	Homework Tests Quizzes Projects Instrumental Application Class Discussions Aural Training Whiteboard Activities In-class assignments	Textbook Workbook Internet Musictheory.net Instruments Staff Paper Whiteboard Computers Piano/Keyboard
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Northern York County School District Curriculum	
Course Name:	Music Theory
Content:	Scales, Tonality, Key, Modes (Fundamentals of Music)
Key Learning(s):	Understand the different types of scales and tonality.
Essential Question(s)	How are scales organized to form the circle of fifths?
Vocabulary	Scale, Pitch Class, Transposition, Scale Degrees, Circle of Fifths, Tonality, Key
Grade Level	10 - 12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
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Nat'l Stds. 1. 2. 3. 4. 5. 6. 7. 8. 9. PA Stds. 9.1.12.A 9.1.12.B 9.1.12.C	1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 3. Improvising melodies, variations, and accompaniments. 4. Composing and arranging music with specified guidelines. 5. Reading and notating music. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances. 8. Understanding relationships between music, the other arts, and disciplines outside the arts. 9. Understanding music in relation to history and culture. <i>A. Know and use the elements and principles of each art form to create works in the arts and humanities.</i> <i>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</i> <i>C. Integrate and apply advanced vocabulary to the art forms.</i>	The student will vocalize and perform all topics discussed. The student will read and notate music. The student will write and identify scales, tonality, keys, and modes. The student will improvise melodies using scales. The student will compose melodies based on scales and certain tonalities. The student will listen to, analyze, and describe different scales and tonalities. The student will discuss different pieces based on certain scales and tonalities. The student will discuss how scales and tonalities relate to different cultures and disciplines, and how they have evolved.	Homework Tests Quizzes Projects Instrumental Application Class Discussions Aural Training Whiteboard Activities In-class assignments	Textbook Workbook Internet Musictheory.net Instruments Staff Paper Whiteboard Computers Piano/Keyboard
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Northern York County School District Curriculum	
Course Name:	Music Theory
Content:	Intervals and Transposition (Fundamentals of Music)
Key Learning(s):	Notate and understand intervals and transposition.
Essential Question(s)	How are intervals determined?
Vocabulary	Intervals Numbers, Octave, Unison, Consonance and Dissonance, Tuning (Pythagorean, Just Intonation), Temperament
Grade Level	10 - 12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
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Nat'l Stds. 1. 2. 5. 6. 7. 8. 9. PA Stds. 9.1.12.A 9.1.12.B 9.1.12.C	1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 5. Reading and notating music. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances. 8. Understanding relationships between music, the other arts, and disciplines outside the arts. 9. Understanding music in relation to history and culture. <i>A. Know and use the elements and principles of each art form to create works in the arts and humanities.</i> <i>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</i> <i>C. Integrate and apply advanced vocabulary to the art forms.</i>	The student will vocalize and perform all topics discussed. The student will read and notate music. The student will write and identify intervals and transpositions. The student will arrange accompaniments based on consonance and dissonance. The student will evaluate the consonance and dissonance of intervals alone and in repertoire. The student will demonstrate similarities between transpositions in music and math, geometry, and space. The student will understand the history of the tritone.	Homework Tests Quizzes Projects Instrumental Application Class Discussions Aural Training Whiteboard Activities In-class assignments	Textbook Workbook Internet Musictheory.net Instruments Staff Paper Whiteboard Computers Piano/Keyboard
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Northern York County School District Curriculum	
Course Name:	Music Theory
Content:	Chords (Fundamentals of Music)
Key Learning(s):	Distinguish between all triads and inversions
Essential Question(s)	How are triads and their inversions used to compose music and why?
Vocabulary	Harmony, Chords, Triads, Inversions, Figured Bass, Analysis (Harmonic, Roman Numeral, Seventh Chord)
Grade Level	10 - 12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
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Nat'l Stds. 1. 2. 3. 4. 5. 6. 7. 8. PA Stds. 9.1.12.A 9.1.12.B 9.1.12.C	1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 3.Improvising melodies, variations, and accompaniments. 4. Composing and arranging music with specified guidelines. 5.Reading and notating music. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances. 8. Understanding relationships between music, the other arts, and disciplines outside the arts. <i>A. Know and use the elements and principles of each art form to create works in the arts and humanities.</i> <i>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</i> <i>C. Integrate and apply advanced vocabulary to the art forms.</i>	The student will vocalize and perform all topics discussed. The student will read and notate music. The student will write and identify triads and inversions. The student will improvise accompaniments based on a set list of chords. The student will compose accompaniments based on a set list of chords. The student will describe and relate popular music to in class discussions on chords. The student will evaluate artists' and composers' choices of chords and harmonic structure. The student will understand the relationships between inversions in music and math.	Homework Tests Quizzes Projects Instrumental Application Class Discussions Aural Training Whiteboard Activities In-class assignments	Textbook Workbook Internet Musictheory.net Instruments Staff Paper Whiteboard Computers Piano/Keyboard
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Northern York County School District Curriculum

Course Name:	Music Theory
Content:	Cadences and Nonharmonic Tones (Structural Elements of Music)
Key Learning(s):	Distinguish all nonharmonic tones and cadences
Essential Question(s)	Why do nonharmonic tones need to be factored into determining what cadence is utilized?
Vocabulary	Phrase, Cadences, Nonharmonic Tones
Grade Level	10 - 12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
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Nat'l Stds. 1. 2. 3. 4. 5. 6. 8.	1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 4. Composing and arranging music with specified guidelines. 5. Reading and notating music. 6. Listening to, analyzing, and describing music. 8. Understanding relationships between music, the other arts, and disciplines outside the arts. <i>A. Know and use the elements and principles of each art form to create works in the arts and humanities.</i> <i>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</i> <i>C. Integrate and apply advanced vocabulary to the art forms.</i>	The student will vocalize and perform all topics discussed. The student will read and notate music. The student will write and identify nonharmonic tones and cadences. The student will compose endings to music using cadences. The student will describe cadences in classical and popular music. The student will discuss moods set based on certain cadences in classical and popular music. The student will understand the similarities between phrases in music and sentence structure in the English language.	Homework Tests Quizzes Projects Instrumental Application Class Discussions Aural Training Whiteboard Activities In-class assignments	Textbook Workbook Internet Musictheory.net Instruments Staff Paper Whiteboard Computers Piano/Keyboard
PA Stds. 9.1.12.A 9.1.12.B 9.1.12.C				

Northern York County School District Curriculum

Course Name:	Music Theory
Content:	Melodic Organization (Structural Elements of Music)
Key Learning(s):	Differences and characteristics of the different types of melodic organization
Essential Question(s)	How do you identify a motive, sequence, phrase, or a period?
Vocabulary	Motive, Sequence, Phrase, Period
Grade Level	10 - 12

Number	Standard	Student Learning Experiences	Procedures for Assessment	Resources
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<p>Nat'l Stds.</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 	<ol style="list-style-type: none"> 1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 3. Improvising melodies, variations, and accompaniments. 4. Composing and arranging music with specified guidelines. 5. Reading and notating music. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances. 8. Understanding relationships between music, the other arts, and disciplines outside the arts. 9. Understanding music in relation to history and culture. <p><i>A. Know and use the elements and principles of each art form to create works in the arts and humanities.</i></p> <p><i>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</i></p> <p><i>C. Integrate and apply advanced vocabulary to the art forms.</i></p>	<p>The student will vocalize and perform all topics discussed.</p> <p>The student will read and notate music.</p> <p>The student will write and identify motives, sequences, phrases, and periods.</p> <p>The student will discuss the instances of melodic organization in classical music.</p> <p>The student will compare and contrast melodic organization and sentence structure.</p> <p>The student will evaluate musical phrases and periods.</p> <p>The student will listen to and distinguish motives and sequences.</p>	<p>Homework</p> <p>Tests</p> <p>Quizzes</p> <p>Projects</p> <p>Instrumental Application</p> <p>Class Discussions</p> <p>Aural Training</p> <p>Whiteboard Activities</p> <p>In-class assignments</p>	<p>Textbook</p> <p>Workbook</p> <p>Internet</p> <p>Musictheory.net</p> <p>Instruments</p> <p>Staff Paper</p> <p>Whiteboard</p> <p>Computers</p> <p>Piano/Keyboard</p>
<p>PA Stds.</p> <p>9.1.12.A</p> <p>9.1.12.B</p> <p>9.1.12.C</p>				